

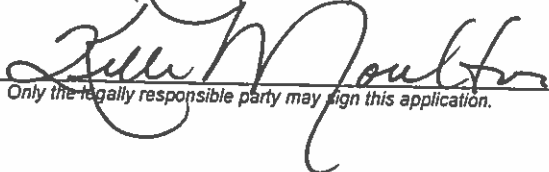
Texas Education Agency
Standard Application System (SAS)

2018–2019 Texas 21 st Century Community Learning Centers, Cycle 10, Year 1				
Program authority:	Public Law 114-95, ESEA of 1965, as amended by Every Student Succeeds Act, Title IV, Part B (20 U.S.C. 7171-7176)			FOR TEA USE ONLY Write NOGA ID Place date stamp here.
Grant Period:	August 1, 2018 – July 31, 2019			
Application deadline:	5:00 p.m. Central Time, May 1, 2018			
Submittal information:	Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address: Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494			RECEIVED TEXAS EDUCATION AGENCY 2018 MAY -1 AM 11:49 DOCUMENT CONTROL CENTER GRANTS ADMINISTRATION
Contact information:	Christine McCormick, 21stcentury@tea.texas.gov			
Schedule #1—General Information				
Part 1: Applicant Information				
Organization name		County-District #		Amendment #
Galveston ISD		084902		
Vendor ID #	ESC Region #		DUNS #	
1-74600921	04		079397204	
Mailing address		City	State	ZIP Code
3904 Avenue T		Galveston	TX	77550-
Primary Contact				
First name	M.I.	Last name	Title	
Alan	D	Ellinger	Director of Special Initiatives	
Telephone #	Email address		FAX #	
409-761-3935	alanellinger@gisd.org		409-765-6384	
Secondary Contact				
First name	M.I.	Last name	Title	
Annette	A	Scott	Assistant Superintendent of Curriculum & Instruction	
Telephone #	Email address		FAX #	
409-766-5122	annettescott@gisd.org		409-762-8391	
Part 2: Certification and Incorporation				

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

Authorized Official:

First name	M.I.	Last name	Title
Kelli		Moulton	Superintendent
Telephone #		Email address	FAX #
409-766-5121		kellimoulton@gisd.org	409-762-8391
Signature (blue ink preferred)			Date signed


 Only the legally responsible party may sign this application.

701-18-111-109

Schedule #1—General Information

County-district number or vendor ID: 084902

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
3	Certification of Shared Services	<input type="checkbox"/>	<input type="checkbox"/>
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grants*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
19	Private Nonprofit School Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
21	Program Information Addendum	<input checked="" type="checkbox"/>	N/A

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, the application will be disqualified.

Part 4: Single Audit Compliance for IHEs and Nonprofit Organizations

INSTRUCTIONS: This part of Schedule #1 is required only for colleges, universities, and nonprofit organizations (other than open-enrollment charter schools)

Enter the start and end dates of your fiscal year in Section 1.

In Section 2, check the appropriate box to indicate whether or not your organization is included in the annual statewide single audit.

Public IHEs are generally included, and nonprofit organizations are generally not included.

Section 1: Applicant Organization's Fiscal Year

Start date (MM/DD): 09/01

End date (MM/DD): 08/31

Section 2: Applicant Organizations and the Texas Statewide Single AuditYes: ☒No: ☐**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 084902

Amendment # (for amendments only):

Part 1: Required Attachments

No program-related or fiscal-related attachments are required to be submitted with this grant application.

However, please note that nonprofit organizations, excluding ISDs and open-enrollment charter schools, will be required to submit proof of nonprofit status (see General and Fiscal Guidelines, Required Fiscal-Related Attachments, for details) prior to TEA issuing a grant award.

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the program guidelines for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <u>Lobbying Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with <u>No Child Left Behind Act of 2001 Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with <u>Every Student Succeeds Act Provisions and Assurances</u> requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 084902

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The program will take place in a safe facility that is properly equipped and accessible to participants and family members.
4.	The proposed program was developed, and will be carried out, in active collaboration with the schools that participating students attend, including through the sharing of relevant data among the schools, all participants of the eligible entity, and any partnership entities in compliance with applicable laws relating to privacy and confidentiality and in alignment with the challenging state academic standards and any local academic standards.
5.	The program will target students who primarily attend schools eligible for schoolwide programs under ESEA as amended by Section 1114, and the families of such students.
6.	Applicants that receive priority points for serving: 1) students in schools implementing comprehensive support and improvement activities or targeted support and improvement activities under ESEA as amended, Section 1111(d) and other schools determined by the local educational agency to be in need of intervention and support and 2) students who may be at risk for academic failure, dropping out of school, involvement in criminal or delinquent activities or who lack strong positive role models assure that they will target these students.
7.	The community has been given notice of an intent to apply and that the application and any waiver request will be available for public review after submission of the application.
8.	The applicant will adhere to the level of services in the approved application and in the agreed-upon center operation schedules and will provide those services to eligible students through this and all continuation and renewal grant periods, as applicable. Applicant acknowledges that proposed amendments that reduce the level of services to below the Year 1 awarded application will be approved only in extreme or unusual circumstances and that failure to adhere to service levels and student targets will result in reduced funding during the subsequent continuation grant period. Grant funds remaining unexpended at the end of the expenditure reporting period for the grant award will not be made available by TEA to supplement continuation grant awards.
9.	Services for students and families will begin no earlier than the grant start date of August 1, 2018 and no later than September 4, 2018.

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Schedule #2—Required Attachments and Provisions and Assurances (cont)

County-district number or vendor ID: 084902

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

10.	<p>The applicant will adhere to a TEA-approved schedule that meets or exceeds program service requirements at each center and that provides a consistent and dependable schedule of weekly activities for all students enrolled. The applicant agrees to meet with TEA or its contractors after awards are announced and before the start date of the program to develop an approvable operation calendar for each center.</p> <ul style="list-style-type: none"> • A minimum of 35 weeks per year across all terms, including summer. TEA will count only the weeks in which a center offered the minimum number of hours-per-week toward the 35-week total. Make-up hours will be credited. The week runs from Sunday through Saturday. • A minimum of five days per week for the fall and spring terms. • A minimum of 15 hours per week (applicants should not propose to offer more than 20 hours of programming per week). Note: Transportation time that exceeds 30 minutes per-day shall not be counted towards minimum hours-per-week of programming. • A minimum of six weeks and four hours per day, four days per week during the summer term. Continuous weeks are not required. Grantees may offer four weeks of summer programming during the grant period that ends July 31, 2019, but if approved, the grantee must offer two weeks of summer programming in the subsequent continuation period between August 1, 2019, and the first student attendance day for the 2019–2020 school year. • Hours dedicated to program activities for adult family members will not count toward student programming.
11.	Services will be provided at no cost to participants. Grantees are prohibited from collecting fees, including late pickup fees or any other fee.
12.	Activities will be supervised at all times by qualified staff at adult to student ratios that meet or exceed TEC Chapter 25, Subchapter D requirements or other state required ratios as applicable.
13.	Center-level activities will be a minimum of 45 consecutive minutes in length and planned for each hour that a center is operating. Activities will be intentionally designed to address student needs and student voice, aligned with state standards and developed using a planning tool such as the Texas ACE© Activity/Unit and Lesson Plan Worksheet. Activities will reflect each of the following four components during each term: academic assistance, academic enrichment, family and parental support, and college and workforce readiness (grades 9-12 only).
14.	Academic, academic enrichment, accelerated learning, and tutoring activities will align with the regular school day program and state standards. Enrichment activities will enhance the academic-related activities of the regular day and/or be aligned with a documented student or campus need.
15.	All activities will occur at an approved center or, on a limited and pre-approved basis, at an adjunct site or during an approved field trip. Activities at a non-approved location, such as a feeder school, are unallowable and will not be charged to the grant.
16.	Grantee will offer families of students served by the program opportunities for active and meaningful engagement in their children's education and opportunities for literacy and related educational development. Family activities will be designed to meet the identified needs of each center's families and students; the needs of working families will be specifically addressed. Activities will be ongoing and consistently available throughout each term. The number of family members served will be proportional to the targeted number of students.
17.	All required staff positions will regularly participate in training and other opportunities offered by the Texas ACE© program. In addition, the grantee will regularly provide program-specific in-person training to center-level staff and will document the content and attendance of training events.

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Schedule #2—Required Attachments and Provisions and Assurances (cont)	
County-district number or vendor ID: 084902	
Amendment # (for amendments only):	
Part 3: Program-Specific Provisions and Assurances	
18.	Grantee assures that it will regularly engage a group of stakeholders, new or existing, to serve as a community advisory council charged with providing continuous feedback and involvement to increase community awareness and program quality, evaluate program effectiveness, and inform operations and sustainability plans. Membership will be diverse and qualified to support efforts to increase quality and visibility of the program in the community.
19.	The grantee will cooperate with TEA and its contractors in conducting state-required activities, including but not limited to program implementation monitoring, statewide evaluation, compliance, technical assistance, and capacity building.
20.	Local grant programs will include the Texas ACE© logo in all outreach and communication materials and the grantee will comply with Texas ACE© branding guidelines.
21.	The applicant agrees to submit required data for state program evaluation, compliance monitoring, and federal reporting in the format and timeline provided by TEA. Grantee agrees to submit required logic models, sustainability plans, program evaluation reports, and any other required reports or products in accordance with the format provided by TEA.
22.	<p>Grantee will adhere to the Texas 21st Century Student Tracking (TX21st) system data reporting requirements. Grantee Profile, Funding, Contacts, Partner, Center Profiles, Center Contacts, Center Operations, Feeder Schools, Activities, and Schedule data will be entered in August and will be updated as changes in any of the data occur. Center Operations data will be updated at the beginning of each term. Data entered in the system must support the approved application and operating schedule.</p> <ul style="list-style-type: none"> • Participant and enrollment data will be entered in August or September, depending on the center schedule. • Attendance data will be entered daily or weekly. • Exception reports and data corrections will be completed and reviewed by the project director • Grantee will coordinate with the school district to collect and enter school day attendance and grades data into TX21st.
23.	The grantee agrees to conduct annual local program evaluation at the center and grant levels that assesses the following objective measures: school day attendance, core course grades, mandatory discipline referrals, on-time advancement to the next grade level, high school graduation rates, and high school student career competencies. The results of the local evaluation will be used to refine, improve, and strengthen the local program and will be made available to the public upon request, with public notice of such availability provided.
24.	Applicant will comply with any program requirements written elsewhere in this document.

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Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #3—Certification of Shared Services

County-district number or vendor ID: 084902

Amendment # (for amendments only):

I, as one of the below member entity authorized officials, certify that to the best of my knowledge, the information contained in this application is correct and complete, that the entity that I represent has authorized me to file this application, and that such authorization action is recorded in the minutes of the local agency's board meeting.

The participating or intermediate education agency named has been designated as the administrative and fiscal agent for this project and is authorized to receive and expend funds for the conduct of this project. The fiscal agent is accountable for all shared services arrangement (SSA) activities and is therefore responsible for ensuring that all funds including payments to members of SSAs are expended in accordance with applicable laws and regulations.

All participating agencies have entered into a written SSA agreement that describes the responsibilities of the fiscal agent and SSA members, including the refund liability that may result from on-site monitoring or audits and the final disposition of equipment, facilities, and materials purchased for this project from funds specified below.

It is understood that the fiscal agent is responsible for the refund for any exceptions taken as a result of on-site monitoring or audits; however, based upon the SSA agreement, which must be on file with the fiscal agent for review, the fiscal agent may have recourse to the member agencies where the discrepancy(ies) occurred.

Any additional funds that result from an increase will not require additional signatures. Each member identified below acknowledges accountability for the requirements contained in the provisions and assurances listed in Schedule #2, Parts 2 and 3, as applicable. Each member entity certifies its agreement to participate in this SSA, as stated throughout this grant application.

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Fiscal Agent				
1.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
Member Districts				
2.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
3.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
4.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
5.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
6.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
7.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
8.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	

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Schedule #3—Certification of Shared Services (cont.)				
County-district number or vendor ID: 084902			Amendment # (for amendments only):	
#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Member Districts				
9.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
10.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
11.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
12.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
13.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
14.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
15.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
16.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
17.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
18.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
19.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
20.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
Grand total:				

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Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #4—Request for Amendment

County-district number or vendor ID: 084902

Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Grants Administration Division, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-9564.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Grants Administration Division [Administering a Grant](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600	\$	\$	\$	\$
7.	Total direct costs:		\$	\$	\$	\$
8.	Indirect cost (%):		\$	\$	\$	\$
9.	Total costs:		\$	\$	\$	\$

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By TEA staff person:

Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: 084902

Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 084902

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

GISD is proposing to serve students at seven centers, five are on elementary school campuses, one on a high school campus (grades 9-12), and one is a K-8 campus, that is isolated from many community resources because it is across Galveston Bay on Bolivar Peninsula. Four of the campuses struggle every year to meet expectations because of factors such as a highly mobile population, high at risk and economically disadvantaged students, lower attendance rates, and a high rate of discipline placements. The minority group percentages on these campuses exceed the district average. The grant campuses, when compared to all GISD schools and to the State, have higher numbers of African American (AA) students, lower number of white students, higher numbers of economically disadvantaged, LEP, At Risk, Homeless students, higher discipline placements, higher mobility rate and lower attendance rate.

GISD is proposing a research based program in partnership with several community organizations to provide an innovative and engaging after school program to meet the needs of the students and their families.

This ACE project has 5 objectives:

1. Improve Academic Achievement for all students
2. Improve behavior indicators for African American students
3. Improve the number of parents accessing the parent student information portal and the number of parents with the skills to assist their child academically
4. Improved access to healthy food and physical fitness for students and families
5. Increased college and career readiness and knowledge for students and parents, including an increase in number of parents with a GED and the ability to speak English

Each center will operate for a minimum of 30 weeks during the school year (5 days a week, 15 hours a week) and 6 weeks in the summer (5 days a week, 8 hours a day) for a total of 36 weeks. The goal is to have at least 850 students that attend ACE program 45 days or more. Additionally, the grant plans to serve at least 525 parents.

ACE program activities will include small group targeted tutoring for the most at risk students identified by campus as Response to Intervention Tier 2 and Tier 3 students, provide them with individualized access to online programs to improve their math and reading skills. All activities will be in one of the four component areas: academics, enrichment, parent and family engagement, and college and career readiness. GISD will use the ACE logic diagram to plan and evaluate all activities to ensure meeting the measures of effectiveness (academic improvement, improved student behavior, improved school day attendance, increase in graduation rates, and increase in grade promotion rates).

Specialized health and nutrition activities will be offered by the YMCA. AVID project based learning activities will be planned to increase college and career awareness. Guest speakers and field trips will focus on careers and colleges. Students will engage in project based learning activities such as Lemonade Day entrepreneurship, STEM, and STEAM activities. Students will write in their own journal daily and will have quiet reading time each day, as well as have stories read to them daily. Programs offered will include character building programs to decrease bullying, drug and violence prevention programs, mental and physical health education programs. Parent programs will include joint activities with their children to improve the child's academic achievement. STAAR Success Family Nights will be held. Family cooking and gardening classes will be held.

The GISD ACE project will hire a curriculum writer/facilitator for the sole purpose of ensuring that the programs for students are of high quality, are TEKS aligned, are delivered using the 5E model, are engaging, and result in higher student achievement. The curriculum facilitator will also be responsible to ensure that ACE instructional staff are provided sufficient professional development opportunities to implement high quality programming, as planned.

A Family Engagement Specialist will be hired to facilitate the many parent and family activities planned. A parent resources center will be created at each of the 7 campuses, providing parents with academic and community resources.

The grant evaluator will meet with the ACE project team, the district coordinator, the site coordinators, the FES and the Curriculum Facilitator and review the project status and outcomes at the end of each semester so that the ACE team can make any necessary adjustments in order to achieve the grant objectives.

A Community After School Advisory Council will be formed and meet twice annually to develop a sustainability plan and to review the outcome data and make recommendations to the ACE team. GISD is fully committed to sustaining the ACE program in the future, but sustainability is currently roadblocked due to School Finance and FEMA.

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On this date:

By TEA staff person:

Schedule #6—Program Budget Summary					
County-district number or vendor ID: 084902			Amendment # (for amendments only):		
Program authority: Public Law 114-95, ESEA of 1965, as amended by Every Student Succeeds Act, Title IV, Part B (20 U.S.C. 7171-7176)					
Grant period: August 1, 2018, to July 31, 2019			Fund code/shared services arrangement code: 265/352		
Budget Summary					
Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	\$1,165,698	\$0	\$1,165,698
Schedule #8	Professional and Contracted Services (6200)	6200	\$70,000	\$0	\$70,000
Schedule #9	Supplies and Materials (6300)	6300	\$77,000	\$0	\$77,000
Schedule #10	Other Operating Costs (6400)	6400	\$104,000	\$0	\$104,000
Schedule #11	Capital Outlay (6600)	6600	\$0	\$0	\$0
	Consolidate Administrative Funds			<input type="checkbox"/> Yes <input type="checkbox"/> No	
Total direct costs:			\$1,416,698	\$0	\$1,416,698
Percentage% indirect costs (see note):			N/A	\$71,937	\$71,937
Grand total of budgeted costs (add all entries in each column):			\$1,416,698	\$71,937	\$1,488,635
Shared Services Arrangement					
6493	Payments to member districts of shared services arrangements		\$0	\$0	\$0
Administrative Cost Calculation					
Enter the total grant amount requested:					\$1,488,698
Percentage limit on administrative costs established for the program (5%):					× .05
Multiply and round down to the nearest whole dollar. Enter the result.					
This is the maximum amount allowable for administrative costs, including indirect costs:					\$74,434

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

If selected for a competitive grant, your award amount will be the lesser of the grand total of budgeted costs as stated on this schedule (the box with the bold outline), or the sum of all line items listed on this schedule, or the maximum allowable award amount. TEA is not responsible for math errors.

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Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #7—Payroll Costs (6100)				
County-district number or vendor ID: 084902			Amendment # (for amendments only):	
Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted
Academic/Instructional				
1	Teacher			\$
2	Educational aide			\$
3	Tutor			\$
Program Management and Administration				
4	Project director (required)	1		\$65,000
5	Site coordinator (required) @\$50,000 each	7		\$350,000
6	Family engagement specialist (required)	1		\$50,000
7	Secretary/administrative assistant			\$
8	Data entry clerk		.5	\$13,000
9	Grant accountant/bookkeeper		.5	\$13,000
10	Evaluator/evaluation specialist			\$
Auxiliary				
11	Counselor			\$
12	Social worker			\$
Education Service Center (to be completed by ESC only when ESC is the applicant)				
13	ESC specialist/consultant			\$
14	ESC coordinator/manager/supervisor			\$
15	ESC support staff			\$
16	ESC other			\$
17	ESC other			\$
18	ESC other			\$
Other Employee Positions				
19	Curriculum Facilitator	1		\$50,000
20	Title			\$
21	Title			\$
22	Subtotal employee costs:			\$541,000
Substitute, Extra-Duty Pay, Benefits Costs				
23	6112	Substitute pay		\$
24	6119	Professional staff extra-duty pay @ 25.00/ hr		\$438,750
25	6121	Support staff extra-duty pay @10.00/ hr		\$33,900
26	6140	Employee benefits		\$152,048
27	Subtotal substitute, extra-duty, benefits costs			\$624,698
28	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$1,165,698

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #8—Professional and Contracted Services (6200)		
County-district number or vendor ID: 084902		Amendment # (for amendments only):
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.		
Professional and Contracted Services Requiring Specific Approval		
Expense Item Description		Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land	\$
	Specify purpose:	
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$
Professional and Contracted Services		
#	Description of Service and Purpose	Grant Amount Budgeted
1	Smart Family Literacy	\$7500
2	Young Gardners	\$7500
3	Evaluator	\$55,000
4		\$
5		\$
6		\$
7		\$
8		\$
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
b. Subtotal of professional and contracted services:		\$70,000
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$0
(Sum of lines a, b, and c) Grand total		\$70,000

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID: 084902

Amendment number (for amendments only):

Supplies and Materials Requiring Specific Approval

Expense Item Description		Grant Amount Budgeted
6300	Total supplies and materials that do not require specific approval:	\$77,000
Grand total:		\$77,000

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #10—Other Operating Costs (6400)		
County-District Number or Vendor ID: 084902		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$1,000
6412	Travel for students to conferences (does not include field trips). Requires pre-authorization in writing. Specify purpose:	\$0
6412/ 6494	Educational Field Trip(s). Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$3,500
6413	Stipends for non-employees other than those included in 6419	\$0
6419	Non-employee costs for conferences. Requires pre-authorization in writing.	\$0
Subtotal other operating costs requiring specific approval:		\$4,500
	Remaining 6400—Other operating costs that do not require specific approval:	\$95,000
Grand total:		\$104,000

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #11—Capital Outlay (6600)				
County-District Number or Vendor ID: 084902			Amendment number (for amendments only):	
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
6669—Library Books and Media (capitalized and controlled by library)				
1		N/A	N/A	\$
66XX—Computing Devices, capitalized				
2			\$	\$
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
11			\$	\$
66XX—Software, capitalized				
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
18			\$	\$
66XX—Equipment or furniture				
19			\$	\$
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
28			\$	\$
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)				
29				\$
Grand total:				\$0

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #14—Management Plan

County-district number or vendor ID: 084902

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the desired qualifications, experience, and any requested certifications of the primary project personnel projected to be involved in the implementation and delivery of the program. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

#	Title	Desired Qualifications, Experience, Certifications
1.	Project Director	3 years of campus leadership and administrative certification; 3 years of teaching experience; 3 years teaching in youth programs; Experience with TEA budgeting process and in managing projects; technology literate in spreadsheet and word.
2.	Site Coordinator(s)	Bachelors degree and at least 3 years experience in youth programs; teaching experience and certification preferred; Technology literate in spreadsheets and word.
3.	Family Engagement Specialist	Bachelors degree; Community group experience; Technology literate in creating web pages, spreadsheets, and word. Bilingual in speaking and writing.
4.	Curriculum Facilitator	Bachelors degree; 3 years of teaching experience in Project Based Learning; Knowledge and experience with differentiated instructional strategies.

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

#	Objective	Milestone	Begin Activity	End Activity
1.	Improved student experience in reading and math.	1. Targeted recruitment/ retention of at-risk students.	08/01/2018	07/15/2019
		2. Set up student logins to reading and math programs	08/01/2018	09/06/2019
		3. Instructor professional development on strategies.	08/01/2018	07/15/2019
		4. Saturday STEM/ STEAM classes.	09/06/2018	05/31/2019
		5. Targeted tutoring/ mentoring for at-risk students.	09/06/2018	07/15/2019
2.	Improved student behavior, especially of African-American Students.	1. Implement Daily journal writings with "stems"	09/06/2018	07/15/2019
		2. Provide incentives for for good school day behavior.	09/06/2018	07/15/2019
		3. Assign adult advocates and ensure the meetings.	09/06/2018	07/15/2019
		4. Student developed community service projects.	09/06/2018	07/15/2019
		5. Older students reading to younger students.	09/06/2018	07/15/2019
3.	Improved use of the parent access portal ability to be actively involved in child's education.	1. Phone to parents about portal availability.	09/06/2018	10/01/2018
		2. Classes for parents on portals.	09/06/2018	07/15/2019
		3. Family Academic Nights in Math & Reading	09/06/2018	06/01/2019
		4. Family Academic Nights for STAAR success	09/06/2018	07/15/2019
		5. Book giveaways	09/06/2018	07/15/2019
4.	Improved access to healthy food and improved physical fitness for students and families.	1. Provide daily dinner to students.	09/06/2018	07/15/2019
		2. Saturday swimming and daily during the summer.	09/06/2018	07/15/2019
		3. Catch after school physical fitness curriculum.	09/06/2018	07/15/2019
		4. SMART Family Literacy Classes: gardening, cooking	09/06/2018	07/15/2019
		5. Family Shopping Field Trips about healthy buying.	09/06/2018	07/15/2019
5.	Increase college/ career knowledge of parents with GED and/ or low English skills.	1. Outreach on GED/ESL schedules	09/06/2018	07/15/2019
		2. Schedule guest speakers	09/06/2018	07/15/2019
		3. Schedule local trips to businesses and colleges	09/06/2018	07/15/2019
		4. Implement "When I Grow Up" Curriculum.	09/06/2018	07/15/2019
		5. Implement Lemonade Day Curriculum	01/06/2019	05/31/2019

Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 084902

Amendment # (for amendments only):

Statutory Requirement 1: Describe how the eligible entity evaluated community needs and resources. Describe the results, including the resources available in the community, and how the program strategies and activities proposed to be carried out in the center(s) will address those needs. Specifically address the needs of working families. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Galveston is a property-rich but poverty-populated city. The median family income in Texas is \$61,066 while Galveston's median family income is \$37,318. However, GISD is required to send \$25 million of local taxpayer dollars to the state (Texas Education Agency) through the Robin Hood Plan of school finance. Yet GISD students have higher rates of economically disadvantaged, homeless, and at-risk students than the state averages. If GISD could keep their \$25 million annually to serve our most at-risk students, this funding for extended learning opportunities after school would not be needed. Before developing this proposal, GISD conducted a comprehensive community and family needs assessment and reviewed previous study data. In 2012, the Galveston Sustainable Communities Alliance (GSCA) conducted a community needs assessment and developed a Galveston Education Transformation Plan. The top priority action item was to "Begin Early – ages 0 – 4". The GSCA and Foundation Roundtable are currently focusing on 0 – 4 age group. The second priority was to enhance parent choice of schools which now exists - GISD is a Schools of Choice district – students can attend any school in GISD. The third priority was to expand technology infrastructure and digital learning. Within GISD schools this has been successful, due to Magnet grant federal funding, but there is still a roadblock to access for our economically disadvantaged parents. (Only 5% of the parents on the proposed ACE campuses have signed up for the portal, even though it is available on smart phones.) The fourth priority was to enable extended, flexible, learning time. Although GISD had a Cycle 5 grant at 7 campuses and has a Cycle 7 grant at 4 campuses, due to Robin Hood there was/is not sufficient taxpayer funding to sustain the program. However, the Cycle 7 evaluation results are showing that regular ACE program students on these campuses are performed 3% higher on Math STAAR and 6% higher on Reading/ELA STAAR than students at the same campuses who don't attend ACE. Thus, the efficacy and success of the ACE program has been proven here. In 2011, the University of Texas Medical Branch Center to Eliminate Health Disparities conducted a student and determined that parents identified lack of access to healthy foods. The WIC program data shows that 17% of low-income preschoolers are obese compared to 5% in a comparison county, with Hispanic children more obese than other ethnicities. Other community groups that were surveyed for both needs and resources were the City of Galveston's Family and Children's Youth Board, the Teen Health clinic, the Children's Center, the Family Service Center, the Big Brothers, Big Sisters organization, the YMCA, the Boys and Girls Club, Communities in Schools, the Chamber of Commerce, the GISD School Board, Holy Family Catholic School, the SMART Family Literacy group, and the Foundation Roundtable. Parent voice was an important part of our needs assessment. Over 900 parents at the 8 proposed ACE campuses responded to the survey. Through this survey we learned that 51% of the students on the grant campuses live in a single parent or alternative living arrangement. 29% of parents reported that they did not have a GED or high school diploma. 23% of families are non-English speakers. Over 50% of the parents asked for classes on helping their children become better readers, better at math and writing, and how to be successful on state tests. Parents were equally divided as for the best time for them to attend classes – during the school day, from 5 – 7 pm or from 7 – 9 pm. 40% of parents said they could not pay for after school programming for their children, even if reduced. 5% said their children would stay home unsupervised, and 27% chose not to answer. Juvenile delinquency in Galveston is one of the top 15 locations in Texas. Only 30% of African Americans 3rd graders in GISD met STAAR reading standard last year, as opposed to 76% of Hispanic students, and 82% of white students, and 7% statewide. Disciplinary placements for GISD AA students show a wide gap (see table). AA suspension rates are 1.5 versus .5 and .4 for white and Hispanic students respectively. GISD focuses on instructional data as a routine part of their daily educational decision making. Thus, the project campuses provided their own academic data and their list of preferred activities, all of which are included in this proposal. Additionally, reports from TEA that were used include school report cards and Texas Academic Progress Reports for each campus. Also 2016 PEIMS Fall Submission data reports were used.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 084902

Amendment # (for amendments only):

Statutory Requirement 2: Describe the planned partnership between the applicant and the proposed eligible partner organization(s), including how the partnership will contribute to achieving stated objectives and sustaining the program over time, or provide evidence that the LEA is unable to partner with a community-based organization in reasonable geographic proximity and of sufficient quality to meet the requirements. *Check the box that applies to this application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.*

GISD is applying for priority points by submitting this application, as a local education agency receiving funds under Part A of Title 1 jointly with an Institute of Higher Education, College of the Mainland Adult Education Department, a private non-profit schools, Holy Family Catholic School, a governmental board, The City Galveston 's Family and Children Youth Board. Also submitting jointly are the following 501c3 non-profit organizations: The Chamber of Commerce, The Children's Center, Inc. the Greater Houston YMCA, the Galveston Sustainable Communities Alliance, the Family Service Center, and the Galveston Big Brothers and Big Sisters. SMART Family Literacy, Inc..

The Greater Houston YMCA will provide basic first aid classes and CPR classes to all ACE instructional staff at no charge. Additionally, they will be provider of our Sports and Nutrition program and STEAM hand on enrichment activities for our ACE program. Both curricula will be delivered twice a week during ACE program during the school year and during the summer.

The Adult Education Department of the College of the Mainland will provide GED preparation and ESL classes for our parents on a GISD campus. This will help us meet our objective of improving the number of parents with HS diplomas or equivalent and increasing the number of parents proficient in English. There is no cost for this service. The ACE project will provide parent outreach and recruitment for this effort.

The Children's Center, Inc. will provide coordination and outreach for immigrant parents and provide them with citizenship classes. They also provide shelter and support for unaccompanied youth – homeless students. Additionally, their Juvenile Path to Success program will be one of our activities at the Middle School Center.

The Family Service Center will provide at no cost to the ACE program, parent education classes, and provide individual, family, and group counseling services and psychoeducational classes to ACE students and families.

Big Brothers and Big Sisters will be our main partner to recruit and train adult advocates for our ACE students. The City of Galveston Family and Children's Youth Board will also recruit adult advocates. The Family and Children's Youth Board will also serve as a resource for all youth activities that occur in the City of Galveston.

The Chamber of Commerce will provide the semester long entrepreneurship curriculum and adult mentors for the Lemonade Day Project, including finding adult financial sponsors for the startup expenses for the lemonade day stands, and coordinating the annual lemonade day event in Galveston.

SMART Family Literacy, Inc. will be the partner for joint student/parent activities based on gardening, healthy cooking, and reading to children. They will provide free book distributions to our ACE students.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 084902

Amendment # (for amendments only):

Statutory Requirement 3: Describe how the proposed program will impact performance, attendance, discipline referrals, advancement, and, if applicable, high school graduation rates and career competencies. If the program proposes to impact additional local measures or objectives, state those here and describe how the program is designed to impact those. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

The expectation of program planners in Galveston is that school day personnel and families will effectively employ the broad array of out-of-school-time academic assistance and enrichment activities to assist their students' efforts to succeed in school. The need is great. Since 2006, public schools in the community have had consistently lower rates of school day attendance and higher rates of disciplinary placements compared to the State and Region; accountability ratings for the most recent school years show student achievement index scores were 12 to 23 points lower than those in a higher-income community just a few miles north of the island; and achievement gaps in reading have widened for African American students. Planning for Cycle 10 21CCLC/ACE was spurred by local impact assessment that showed in School Year 2014-2015 program participants in Galveston had more widespread success in math, reading, and school day attendance compared to all other students at the same schools; that groups of students who obtained the most consistent positive outcomes were homeless students, at-risk students, and African American students; and that the highest success rates were for students with more than one year of participating in 21CCLC/ACE. To obtain these benefits for students at more local schools and to move Galveston's 21CCLC/ACE toward local sustainability, program planners used the tools provided in the PRIME to guide needs assessment, strategy development, and activity alignment. The separate campus-level sets of resource and needs inventories, strategy development worksheets, and activity alignment forms for each of the first 14 indicators of accomplishment identified in Schedule 15 of this application will be reviewed in fall workshop at each of the participating campuses to engage members of the Advisory Council, the program staff, and the children's families in formally approving or adjusting the array of activities, the given activity's target population, and the campus-level and/or the program-wide quantitative targets for the measurable success indicators. The Site Coordinators will use the workshop results to finalize their logic models and center plans for high-quality academic assistance and enrichment opportunities that can meet the measures of effectiveness.

Program leaders in Galveston have come to appreciate the effectiveness of the Texas Education Agency's research-based Critical Success Factor Model for 21CCLC/ACE that is presented in the Blueprint. The model shares features with the evidence-based research elements (http://www.esc20.net/default.aspx?name=sup_ss.CSF) within the Texas Accountability Intervention System. Local end-of-year evaluations of 21CCLC/ACE programs in Galveston have shown higher rates of fall to spring improvements in school day attendance, positive behavior, and reading grades, and math grades at centers where program implementation had more evidence of being consistent with the Critical Success Factor Model (e.g., evidence of more frequent or widespread use of assessment data to revise/reevaluate student services). Those same programs also had lower cost per ACE Regular participant. The proposal for the coming years, therefore, is to continue to emphasize fidelity to the Critical Success Factor Model. The plan includes team training and feedback on using the templates and tools and guidance that are in the Blueprint and timely input of data and routine use of reports from the TX21st database as a resource to assist program management and improvement.

Data will be collected in the format required by the state in order to conduct statewide comprehensive program evaluation and report all required federal performance data. The District Coordinator and the Site Coordinators will report the required data in TEA's TX21st Data System, participate in self-assessments, and use other data collection tools as required. The PEIMS office at Galveston ISD will provide training for staff regarding access to the district's Skyward data system for grade reports, discipline data, school day attendance, state assessment results, and grade promotion. Program staff will use program enrollment forms, daily program sign-in and sign-out sheets for participants, records of program staffing and staff training participation, and student surveys and consultation with instructional staff to obtain accurate information and timely input to Tx21st regarding students' extracurricular school activities, adult advocacy, pre- and post-activity assessments of student needs and outcomes of tutorials and other academic assistance activities. Site Coordinators will enter data into TX21st to describe innovative instructional activities and family engagement activities, and partnerships and other funding sources. Worksheets are used to record parent meetings and events, staff meetings and events. Orientation training for program personnel includes local processes that protect confidential student information and education records according to the Family Educational Rights and Privacy Act (FERPA). Site Coordinators are responsible for daily and weekly review to approve and the Project Director reviews and approves at least monthly to ensure data are entered on time and accurately.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 084902

Amendment # (for amendments only):

Statutory Requirement 4: Explain how the program will use best practices, including research or evidence-based practices, to provide educational and related activities that will complement and enhance academic performance, achievement, positive youth development of the students, and, if applicable, postsecondary and workforce preparation. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

All activities being proposed are research or evidence based. This ACE project will use the TEA funded Think Through Math individualized online resource and the i-Station Reading. Both are proven to improve academic success. The project will also use RAZ-KIDS online resources, based upon national Reading Panel research. It is a motivating program that provides eBooks as well as quizzes. A recent study by Scholastic, Inc. has shown that reading to children of all ages grooms them to read on their own. A study by Cohen, Garcia, Apfel, and Master published in SCIENCE magazine in September of 2006 demonstrated that a brief in-class writing assignment about their sense of personal adequacy and self-integrity significantly improved the grades of AA students and reduce the racial achievement gap by 40%.

The Parent-Adolescent Relationship Education Program is an evidences based after school program for middle school youth and their parents that builds family communication around decision making in risky situations, influence of peers, and managing stress. Evidence published by the Center for Disease Control and Prevention published on their web page studies correlating health and academic achievement. The USDA School Breakfast Program is associated with increased academic grades and standardized test scores. Thus, GISD serves breakfast to all students and GISD will also serve dinner to ACE students. The CDC also reported that there is a link between physical activities and improved academic performance and even classroom behavior and fewer disciplinary referrals. STEM/STEAM classes focus on engaging activities and hands on learning which are shown to positively affect classroom behavior and academic achievement.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 084902

Amendment # (for amendments only):

Statutory Requirement 5: Describe the proposed program activities and how they are expected to improve student academic achievement and overall student success. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Our Theory of Action is that students spending out-of-school time in well-structured programs that provide a balance of academic assistance, enrichment, college and workforce readiness, and family involvement and support activities taught by qualified personnel using innovative instructional methods that are aligned with and enhance but do not replicate the school day will yield improvements and close gaps in academic performance, school day attendance, positive behavior, and grade promotion and graduation rates. The priority is strong partnership with the schools in using school plans and achievement data to guide intentional recruitment of students most in need and then making accommodations to include other interested students so as to nurture the program's image as a highly desirable place to be after school. The programs are planned at the center level using the Blueprint's 4 component activity guide. Academic Assistance such as homework help, tutoring, and reading and math discovery activities are expected to improve homework completion and academic performance thereby contributing to increased school-wide achievement. Enrichment activities focused on health, recreation, crafts, and reflective self-expression are expected to improve students' self-confidence and capabilities for positive behavior and capabilities for paying attention and participating in class. College and workforce readiness activities such as planning for "when I grow up," learning about jobs and practicing employability soft skills such as dressing for success, and traveling to colleges virtually and/or on-the-ground are designed to reinforce students' motivations and intentions to improve their math and reading grades and look forward to going to school tomorrow. These activities will leverage strong partnerships with institutions of higher education, local businesses, and other employers. Family engagement and support activities include training to enable adult family members to become leaders of ACE activities and to join their children in school-based garden clubs and the lemonade day entrepreneurship project. The family engaged activities are expected to improve students' school-day attendance and reinforce their expectation and commitment to connecting to college and career.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 084902

Amendment # (for amendments only):

Statutory Requirement 6: Describe the applicant's plan to disseminate information about the community learning center, including its location, to the community in a manner that is understandable and accessible. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Our Theory of Action is that students spending out-of-school time in well-structured programs that provide a balance of academic assistance, enrichment, college and workforce readiness, and family involvement and support activities taught by qualified personnel using innovative instructional methods that are aligned with and enhance but do not replicate the school day will yield improvements and close gaps in academic performance, school day attendance, positive behavior, and grade promotion and graduation rates. The priority is strong partnership with the schools in using school plans and achievement data to guide intentional recruitment of students most in need and then making accommodations to include other interested students so as to nurture the program's image as a highly desirable place to be after school. The programs are planned at the center level using the Blueprint's 4 component activity guide. Academic Assistance such as homework help, tutoring, and reading and math discovery activities are expected to improve homework completion and academic performance thereby contributing to increased school-wide achievement. Enrichment activities focused on health, recreation, crafts, and reflective self-expression are expected to improve students' self-confidence and capabilities for positive behavior and capabilities for paying attention and participating in class. College and workforce readiness activities such as planning for "when I grow up," learning about jobs and practicing employability soft skills such as dressing for success, and traveling to colleges virtually and/or on-the-ground are designed to reinforce students' motivations and intentions to improve their math and reading grades and look forward to going to school tomorrow. These activities will leverage strong partnerships with institutions of higher education, local businesses, and other employers. Family engagement and support activities include training to enable adult family members to become leaders of ACE activities and to join their children in school-based garden clubs and the lemonade day entrepreneurship project. The family engaged activities are expected to improve students' school-day attendance and reinforce their expectation and commitment to connecting to college and career.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 084902

Amendment # (for amendments only):

Statutory Requirement 7: Please describe the transportation needs of participating students and how students participating in the program will travel safely to and from the center(s) and home. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

The ACE project will consist of a morning program before school and an afternoon program after school. Three Saturday events will occur throughout each semester. All activities are supplemental to the school day, although aligned to the TEKS and scope and sequences. Thus some students will participate in targeted tutoring, versus others will have designated homework help. Individualized computer programs will be available, Think through Math, Istation Reading, RAZ Kids reading. All students will be 'read to' for 20 minutes every day and each student will keep a daily journal with writing stems provided. Students will have access to the campus library to check out books for silent reading. Both Math and Reading fluency will be expectations for all students. Engaging manipulative math materials will be provided. Dinner will be provided daily to all students. Students will participate in the CATCH physical fitness curriculum. Additional options will exist for students to participate in intramural sports such as volleyball, soccer, basketball. Gardening, art, and music will be options for students. STEM or STEAM classes will be options for students during the week and on Saturdays. All students will participate at least once a week in AVID college and career awareness activities. GISD will transport all students to and from school, even those staying for the ACE program. Parents will be allowed to sign students out, if they select to do so.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 084902

Amendment # (for amendments only):

Statutory Requirement 8: Describe how the eligible entity will encourage and use appropriately qualified persons to serve as the volunteers. Explain the policy for screening and placing volunteers. If the entity does not plan to use volunteers, please indicate that in the space provided. (Choosing not to use volunteers will not lower review scores).

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

GISD plans to recruit volunteers as Adult Advocates for children. This will be done through the Big Brothers Big Sisters organization and by asking school day instructional staff to also select a child for whom they will agree to advocate. The Family, Children and Youth Board will also recruit volunteers for this purpose as well as other volunteers that will be needed, such as for Reading to Students. The partnership with the SMART Family Literacy brings volunteers into our program as part of their activities. GISD will contact the senior citizens group, OLLIE, and request grandparents to read to our ACE students during the after school program. This project will be started by taking the students on a field trip to visit the OLLIE center and meet with the grandparents. GISD will ask the high school students in the Galveston Career Connect to attend program to share their experiences learning a skill such as EMT, network engineer, EKG technician, welder, with the ACE students for career and college awareness. The program's partnership with the Chamber of Commerce will include all volunteers to teach the ACE students entrepreneurship through the Lemonade Day curriculum. All volunteers are required by GISD to have a criminal background check run, which GISD pays for. All volunteers will be in the presence of an ACE program staff, when with children, thus they will not be required to have fingerprinting done.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 084902

Amendment # (for amendments only):

Statutory Requirement 9: Describe a preliminary plan for how the community learning center will continue after funding under this grant ends, including how the resources provided by this grant will assist the program in local sustainability efforts. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

In GISD all federal and state discretionary grants are overseen by the Director of Special Initiatives, who reports to the Assistant Superintendent for Curriculum and Instruction. The later oversees all federal and state formula funds, Title I, Title II, Title III, Perkins, SPED. GISD has successfully managed over \$20 million in discretionary grants over the last ten years. Because the grant management procedures are in place and under the same management structure, the Curriculum and Instruction Department, GISD is able to coordinate fiscal grant resources and programs and ensure that they are aligned with the District's curriculum, which is overseen by the Director of Curriculum and Professional Development. The curriculum department meets twice monthly to coordinate and align programs, set priorities, identify requirements, and implement all smoothly to support all programs. Additionally, this structure provides comprehensive communication throughout the district. Each member of the curriculum department, including a Career and Technology Coordinator, Reading Specialist, a Response to Intervention Specialist, two Bilingual Specialists, an Assessment Specialist, a Technology Specialist, Special Ed Director, Early Childhood Director, and a new teacher mentoring coordinator, are assigned as a campus liaison to each campus. This structure provides two-way communication with the campuses, ensuring that district priorities and programs are aligned with specific campus needs and initiatives. The grant process has checks and balances with the Business Office overseeing final contract and purchase orders. The Business Office as an accountant that ensures that all grant funding purchases and awards meet grant guidelines. The annual audit also includes all grant funds.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 084902

Amendment # (for amendments only):

Statutory Requirement 10: Demonstrate how the proposed program will coordinate federal, state, and local programs and make the most effective use of public resources. In doing so, address how the program plans to supplement existing programs and services on the campus(es) to be served. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

The Galveston Community Organizations and School Board are committed to the importance of after school programs because of the high number of at risk Galveston students. The Galveston Sustainable Communities Alliance was formed after Hurricane Ike by community stakeholders and foundations that sought to identify the most pressing community needs. After school programs are one of their identified needs and priorities for foundation funding for the future. The most pressing need was identified as support for children from birth to age 3 due to the high number of economically disadvantaged families and the lack of support for that age group. Thus, funding has not yet been made available through community resources for the second priority – however several community groups, including the City of Galveston Family Children and Youth Board, has requested that GUSD and other after school community providers prepare a report on the annual ongoing cost of after school care for the most needy of our community. They are committed to sustaining this after school project in three years, after this grant ends and after their current initiative to implement a community plan for children age 0 – 3 is fully functioning. GUSD's Board is hopeful that the court case on school finance will be resolved and that GUSD will not need to send \$25 million annually to the State of Texas, but can keep at least some of those local taxpayer dollars here locally, to support the many needs of the economically disadvantaged students.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 084902

Amendment # (for amendments only):

TEA Program Requirement 1: Enter center-level information requested for each of the proposed centers.

Center 1	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
	Crenshaw EL/ MS 416 Hwy 87 Crystal Beach, TX 77650		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input checked="" type="checkbox"/> 3-4 <input type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	9-digit campus ID number:	084902102				
	Cost per student	\$981.18				
	"Regular" student target (to be served 45 days or more annually):		50	Parent/legal guardian target (in proportion with student target):		30
			Feeder school #1	Feeder school #2	Feeder school #3	
	Campus name					
	9-digit campus ID number					
Estimated transportation time						
Center 2	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
	Morgan EL 1410 37 th Street Galveston, TX 77550		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input checked="" type="checkbox"/> 3-4 <input type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	9-digit campus ID number:	084902104				
	Cost per student	\$981.16				
	"Regular" student target (to be served 45 days or more annually):		100	Parent/legal guardian target (in proportion with student target):		60
			Feeder school #1	Feeder school #2	Feeder school #3	
	Campus name					
	9-digit campus ID number					
Estimated transportation time						
Center 3	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
	Oppe EL 2915 81 st Street Galveston, TX 77551		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input checked="" type="checkbox"/> 3-4 <input type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	9-digit campus ID number:	084902106				
	Cost per student	\$981.16				
	"Regular" student target (to be served 45 days or more annually):		100	Parent/legal guardian target (in proportion with student target):		60
			Feeder school #1	Feeder school #2	Feeder school #3	
	Campus name					
	9-digit campus ID number					
Estimated transportation time						

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 084902

Amendment # (for amendments only):

Center 4	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
	Parker EL 6802 Jones Drive Galveston, TX 77551		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input checked="" type="checkbox"/> 3-4 <input type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	9-digit campus ID number:	084902107				
	Cost per student	\$981.16				
	"Regular" student target (to be served 45 days or more annually):		100	Parent/legal guardian target (in proportion with student target):		60
			Feeder school #1	Feeder school #2	Feeder school #3	
	Campus name					
	9-digit campus ID number					
Estimated transportation time						
Center 5	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
	Coastal Village EL 721 10 th Street Galveston, TX 77550		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input checked="" type="checkbox"/> 3-4 <input type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	9-digit campus ID number:	084902114				
	Cost per student	\$981.16				
	"Regular" student target (to be served 45 days or more annually):		100	Parent/legal guardian target (in proportion with student target):		60
			Feeder school #1	Feeder school #2	Feeder school #3	
	Campus name					
	9-digit campus ID number					
Estimated transportation time						
Center 6	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
	Burnet EL 5501 Avenue S Galveston, TX 77551		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input checked="" type="checkbox"/> 3-4 <input type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	9-digit campus ID number:	084902115				
	Cost per student	\$981.16				
	"Regular" student target (to be served 45 days or more annually):		100	Parent/legal guardian target (in proportion with student target):		60
			Feeder school #1	Feeder school #2	Feeder school #3	
	Campus name					
	9-digit campus ID number					
Estimated transportation time						

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 084902				Amendment # (for amendments only):			
Center 7	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):		
	Ball HS 4115 Ave O Galveston, TX 77550		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10-11 <input checked="" type="checkbox"/> 12		
	9-digit campus ID number:	084902001					
	Cost per student	\$981.18					
	"Regular" student target (to be served 45 days or more annually):	50	Parent/legal guardian target (in proportion with student target):		30		
		Feeder school #1	Feeder school #2	Feeder school #3			
	Campus name						
	9-digit campus ID number						
Estimated transportation time							
Center 8	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):		
			<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12		
	9-digit campus ID number:						
	Cost per student	\$					
	"Regular" student target (to be served 45 days or more annually):		Parent/legal guardian target (in proportion with student target):				
		Feeder school #1	Feeder school #2	Feeder school #3			
	Campus name						
	9-digit campus ID number						
Estimated transportation time							
Center 9	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):		
			<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12		
	9-digit campus ID number:						
	Cost per student	\$					
	"Regular" student target (to be served 45 days or more annually):		Parent/legal guardian target (in proportion with student target):				
		Feeder school #1	Feeder school #2	Feeder school #3			
	Campus name						
	9-digit campus ID number						
Estimated transportation time							

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 084902		Amendment # (for amendments only):	
Center 10	Name and physical address of center site:		The campus is (check all that apply):
			<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR
	9-digit campus ID number:		Grade levels to be served (check all that apply): <input type="checkbox"/> Pre-K <input type="checkbox"/> 7-8 <input type="checkbox"/> K-2 <input type="checkbox"/> 9 <input type="checkbox"/> 3-4 <input type="checkbox"/> 10-11 <input type="checkbox"/> 5-6 <input type="checkbox"/> 12
	Cost per student	\$	
	"Regular" student target (to be served 45 days or more annually):		Parent/legal guardian target (in proportion with student target):
	Feeder school #1	Feeder school #2	Feeder school #3
Campus name:			
9-digit campus ID number			
Estimated transportation time			

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 084902

Amendment # (for amendments only):

TEA Program Requirement 2: Describe the proposed management, center operations, and corresponding budget plan. Explain how the plan will help meet the program objectives and student service targets. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

The GISD ACE project will be overseen at the District Level by the Director of Special Initiatives who is a certified project manager and whom has also overseen more than \$10 million dollars in competitive grant projects in the last ten years. The day to day management of the ACE project will be the responsibility of the District Project Coordinator, who will report to the Director of Special Initiatives. The District Project Coordinator will hire 5 full time Site Coordinators, each of whom will be responsible for implementing the project on their campus, as proposed herein. The ACE team will also include the full time Family Engagement Specialist and a Curriculum Facilitator. The Curriculum Facilitator will be responsible for ensuring that the program is implemented as described in this proposal. Thus, he/she will be responsible that the required lesson plans are on file and meet the grant requirements. A key component of the ACE project will be to ensure that all classes are of high quality. Thus, regular professional development on planned lessons will be presented to the ACE instructors. The Site Coordinator and the Curriculum Facilitator will conduct routine walkthroughs to ensure that the lessons are being implemented as scheduled and using the planned strategies and to identify any instructor needs for mentoring, support, or further training.

The Curriculum Facilitator will work with the site coordinators to develop the weekly schedules for the after school sessions to ensure that the various programs are implemented on schedule to ensure grant compliance. He/she will also ensure that all classes that are implemented have a documented scope and sequence and suggested timelines/time frames. He/she will also be responsible to plan and coordinate all field trips and ensure the alignment with the ACE Program classes. To align with the school day program, the Curriculum Facilitator and the Campus Site Coordinator will meet at least twice a month with the Campus Curriculum Facilitator to review the current campus curriculum topics and the ensure that the ACE classes support the school day curriculum. Additionally, this ACE Campus Curriculum Team will also review the Campus Response to Intervention (RTI) list Tier 2 and Tier 3 students and discuss what targeted tutoring these students will require in the after school program. The team will identify students that are most in need of extra time on academics. If any of the students are not already in the ACE program, the student's teacher and the Family Engagement Specialist will be both be asked to contact the parents and encourage the student to attend the ACE program to receive the specialized tutoring in the specific area of need. Each Site Coordinator will have an office on the campus and will be expected to visit school day classes to meet teachers and to recruit students to attend the after school program. The Site Coordinator will share campus ACE data with the faculty quarterly and will share news about the ACE program activities. Campus Teachers will also be asked to adopt at least one ACE student for whom they will agree to be an Advocate. The Site Coordinator is expected to be an invaluable member of each campus faculty team, and to ensure that he/she meets at least monthly with the campus principal and provides weekly reports on ACE program attendance and events to the principal.

The District ACE Coordinator will be expected to hold weekly meetings with the ACE team. This will allow the Site Coordinators to share information with each other and to network and collaborate on what is working and to get advice on areas of concern. A District ACE calendar will be kept up to date during this meeting so that collaboration can occur for Saturday events and various field trips. Additionally, during this time, the Family Engagement Specialist can seek the advice of the Site Coordinators on parent class scheduling, family event planning, and any needed parent outreach.

The District ACE coordinator will submit weekly reports to the Director of Special initiatives listing the status of grant goals, the average daily attendance at program, any upcoming events, and any assistance that is needed. This will facilitate the Director's reports to the District Curriculum Team and information flow to the Superintendent's Leadership Council and to the School Board.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 084902

Amendment # (for amendments only):

TEA Program Requirement 3: Describe the proposed program evaluation plan, including a description of how program evaluation results will be used to improve program operations and quality. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Information for input to the TX21st database is collected by program staff from district record systems (e.g., student grades by subject area, school day attendance, criminal and non-criminal referrals), program records (e.g., staffing, activity descriptions, student and adult family member enrollment forms, activity sign-in sheets), and student-level needs assessments and surveys (e.g., pre-post tests for tutoring and other academic assistance activities, assessments for matching students to adult advocates when needed). Personnel from GISD PEIMS office provides training for ACE Site Coordinators to enable their access to the district record systems. All ACE personnel receive training on purposes, requirements, and uses of the TX21st database.

Surveys of ACE students, their school day teachers, and their adult family members are conducted by ACE Site Coordinators at the close of the fall term to assist planning for spring and at the close of the spring term to provide measures of outcomes and to plan for summer activities and the upcoming year. The survey tools are based on templates provided in the Texas ACE Blueprint and are adapted based on advice from parents or school day leaders and also based on lessons learned from staff participation in professional development.

The ACE District Coordinator monitors TX21st on daily basis and uses reports from TX21st as resource in weekly staff meetings for problem detection and planning corrective action when needed (e.g., to adjust activities to increase participation and involvement) or to reward success (e.g., to celebrate benchmarks toward meeting the program participation targets).

Formal evaluation reports prepared by the external evaluator include the Mid-year progress evaluation at the close of fall term, End-of-Year evaluation submitted at the end of July, and Impact evaluation when the Skyward special built report for look-back across the school year has been analyzed (circa November of the subsequent school year). The reports are submitted in draft to the Site Coordinators and one-on-one meetings are scheduled for review and consultation in order to make corrections, add new information, and identify next steps for the program and for the evaluation. Upon approval of the District Coordinator, the edited reports are provided to the school day leadership teams and meetings scheduled to obtain their review and consultation. The Project Director makes the reports available to the Board of Trustees and the public.

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Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: 084902

Amendment number (for amendments only):

No Barriers

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Barrier: Gender-Specific Bias

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Cultural, Linguistic, or Economic Diversity

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 084902

Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including high school equivalency (HSE) and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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County-District Number or Vendor ID: 084902

Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Absenteeism/Truancy

#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including HSE and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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Schedule #19—Private Nonprofit School Participation			
County-District Number or Vendor ID: 084902		Amendment number (for amendments only):	
Important Note: All applicants (except open-enrollment charter schools and private nonprofit schools) must complete this schedule <u>regardless of whether any private nonprofit schools are participating in the program.</u> Failure to complete this schedule will result in an applicant being disqualified.			
Questions			
1.	Are any private nonprofit schools located within the attendance area of the public schools to be served by the grant?	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
<ul style="list-style-type: none"> If your answer to this question is yes you must answer question #2 below. If your answer to this questions is no, you do not address question #2 or the assurances below. 			
2.	Are any private nonprofit schools participating in the grant?	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
<ul style="list-style-type: none"> If your answer to this question is yes, you must read and check the box next to each of the assurances below. If your answer to this question is no, you do not address the assurances below. 			
Assurances			
<input type="checkbox"/>	The applicant assures that it discussed all consultation requirements as listed in Section 1117(b)(1), and/or Section 8501(c)(1), as applicable with all eligible private nonprofit schools.		
<input type="checkbox"/>	The applicant assures the appropriate Affirmations of Consultation will be provided to the TEA Private Schools Ombudsman in the manner and timeline to be requested.		
<input type="checkbox"/>	The applicant assures that the total grant award requested on Schedule #6—Program Budget Summary includes any funding necessary to serve eligible students from private nonprofit schools within the attendance area of the public schools to be served by the grant.		

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